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*Suggesting a balance sheet of intangibles*

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*A battle cry for the "oppressed"*

**Miss Mary "Motivates"** a story by J. T. REID
*Good teaching, like charity, begins at home*

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## Moving the Furniture

Several changes in the make-up of the magazine will be noted in this number. Most striking, perhaps, is the removal of the Editorials from the front to the approximate middle of the Journal. Our editors believe it is better to start with contributed articles and to put the opinions of the Journal itself somewhat further on. On the opposite-editorial page will be seen a column of jottings called "Editor's Notebook," and the recently introduced feature, "So Runs the World." Your attention is invited to the "Bulletin Board," an eye-catching place for the posting of small announcements. If you have any "Wants" to advertise to Journal readers, let us tack them on the "Bulletin Board."

•

## For Thinking Faculties

When faculty meetings begin to drag under the influence of "spring fever," try an infusion of fresh ideas from the Journal of Education. In this issue, for example, are answers or suggested clues to questions such as these:—

Does a person get enough real benefit from an education to pay for the hard work and other costs? Read "Does He Gain or Lose?" by William A. Baldwin.

Do teachers receive a square deal? William A. McKeever wields a lively sword in behalf of the "Forgotten Classroom Teacher," but we suspect there will be answering chords and discords.

Why do boys play hookey, and what can be done by resourceful teachers to counteract the tendency? The answer is in story form, "Miss Mary 'Motivates'," by J. T. Reid.

Does the principal have too many details to watch? N. R. Baker, in "The Principal's Busy Life," presents amazing figures.

Can more be done to broaden the child's interest in reading? "Books in a Progressive School," by F. D. McClusky.

What shall be done about those young folks who are stepping forth into a jobless world? How much of the responsibility should schools accept? James Newell Emery voices this inescapable query in "The Wrong Year to Graduate."

We wish there were room to say more about this number and the ones next in line — packed with human interest and "professional urge."

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor* ISOBEL R. LAY, *Managing Editor*

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# Does He Gain or Lose?

By WILLIAM A. BALDWIN

Rhode Island College of Education

Providence

*Not the old refrain of the arithmetic example, but a deeper question: "Will my own education bring me satisfactory returns?" Few have given so clear an answer*

IN thinking of the cost of education one is apt to think of the cost along two lines, viz.:—

1. What is the cost in money?
2. What is the cost in mental application?

These are sufficiently well recognized. I shall therefore discuss the question from a quite different angle and try to answer such questions as the following:—

Does education (gain in intelligence) bring as a natural result loss of trustfulness, reverence, contentment, and so less happiness?

If so, what are the compensations? Are they sufficient in number and quality to balance the losses?

As children we listened with avidity to tales of a haunted house, a bottomless lake, and of a tangled thicket where dwelt all sorts of evil spirits. A railroad corporation cut down the thicket, destroyed the house, and drained or filled the lake.

Through these and similar experiences we lost many of our childish superstitions and much of our trustfulness. These were replaced by the beginning of sophistication and by skepticism.

We learned to observe, to compare and to judge for ourselves and then to continue to check up the apparent results with further experimentations and with the reports of other observers along similar lines. We became more critical of our own and of the opinions of others. At the same time we became less opinionated, more humble and more tolerant of the beliefs of others. Many of our old beliefs were abandoned.

As our horizon of knowledge was enlarged we became more and more impressed with the vast fields of knowledge of which we were quite ignorant. We came to see how little we really did know and how much that had seemed to us simple and certain was, upon closer examination, not at all what it had seemed to be. We became convinced that one price for knowledge is the demand (hungering and thirsting) for more knowledge.

"The first stage in knowing is to know that you don't know."

•

### *The Education of Peter*

Let us see how this perfectly normal transformation came about through the experiences of one boy. We shall call this boy Peter.

Peter started his education by working with his father in the home garden. Here he did mainly what he was told to do, but soon he was allowed to experiment a little in his own way.

A little later he joined a 4-H Club, where he was given an opportunity to compete with other boys in raising potatoes or corn and a pig or a calf.

Becoming interested in the best way to produce a good crop of potatoes he voluntarily studied about seed potatoes, soils, fertilizers, cultivation, and weather conditions.

The more intelligent he became the more critical he became regarding slovenly methods of low grade, ignorant, shiftless, unsuccessful farmers and more appreciative of agricultural courses, experiment stations and grange organizations.

And thus in the opening up to this boy of new fields of practical knowledge there came a natural demand for scientific studies regarding economic conditions and government agencies. To meet this demand Peter decided to go to an agricultural college, but was wise enough to select one with broad cultural courses.

As a student he became interested in writing on some subject in connection with his experiments and so in expressing himself so clearly as to be understood. He soon began to appreciate the importance of a good vocabulary and of the different shades of meanings of words He also gained in an appreciation of fine literature and of fine speaking, both in conversation and in public speaking. His pleasure in reading good literature and in careful expression grew apace.

He found himself gaining also

a distaste for and impatience with slovenly, careless use of words; slang, profanity, and obscene language became very distasteful to him.

From early childhood Peter had shown a taste for music, and he had taken some lessons on a violin. He joined the college orchestra, and had instructions by a fine violinist.

As he tried to express himself with his violin his world gradually changed. He was no longer satisfied with crude music nor with careless playing. He was glad to practice until he could express better the deeper meanings which he was beginning to see in good music. He was glad to give up other things so that he might have a better violin and go to hear the finest violinists.

With this increase in power to appreciate and to express came dissatisfaction with and even pain in listening to low grade expression or poor music.

•

What was true in connection with education in literature and music proved even more true in Peter's experience in connection with his education along scientific lines. His garden experiences had prepared the way for appreciation of the value of biology, chemistry, physics, and geology. More and more he saw the physical world as a world of law and order. His respect for scientific investigation and for scientific thinking increased. At the same time his impatience with superstitions of the uneducated and with the unscientific theories of the half-educated grew, and for himself he longed to understand more of the laws of this wonderful universe.

The world in which he had lived as a child and in which uneducated people live seemed small, limited, and circumscribed. The world into which he was entering seemed endless in its present and future possibilities.

The world into which he had been born had seemed to him always to have been and he expected it would always continue much the same. He had been fairly contented with that world. Not so now. He must ever up and on.

**"Does education—gain in intelligence—bring as a natural result loss of trustfulness, reverence, contentment and so less happiness? If so, what are the compensations? Are they sufficient in number and quality to balance the losses?"**

•

As he climbed new heights new vistas were revealed, new lands must be explored. New problems were continually presenting themselves. Life was full of things which needed to be done, of questions to be solved.

It was mainly very interesting and exhilarating, but once in a while one longed to go back to the quiet valley of peace and contentment of childhood days. But when upon some holiday one did go back, everything looked different. He found the same valley with its running brook, and even the same house in which he had been born and reared, but nothing seemed the same, and he went back to his new life sad and disillusioned.

As he thought about the matter it seemed as though he had lost something very precious—the joys of childhood and youth which could never come to him again.

•

As he continued to consider the matter he asked himself two questions, viz.:—

1. Would I like to keep my own son in that stage of innocence (Garden of Eden)?
2. Would I be willing to exchange what I am now for what I was then?

These questions answered themselves. Then he asked a third, viz.:—

3. Did I or have I been really losing or gaining in this gradual evolution (growth) out of childhood into maturity?

And he decided that every new step in the readjustment had been, though painful at the time, a step toward freedom and a cause for joy.

"By how much we know, so much we are." (Emerson.)

•

He began to understand what his professor of physics meant when he said: "Thinking is a painful process and that is why so few people indulge in it."

About this time he learned in the class in education that education is of two kinds—conserving and evolving; that the former is largely a matter of repetition of word, deed, and attitude, and was well started in the group morality or folkway period; that the second was the kind of education requiring readjustments and inductive thinking for one's self.

In the class in Ethics was propounded the question: Is it better to be a Socrates dissatisfied or a fool satisfied? The fool is contented, and in his way happy all day. Professor Tyler of Amherst once said that "The happiest creature in the world is a clam at high tide." But who would like to be a fool or a clam even at high tide? There seemed, too, to be differences in kinds and degrees of happiness.

•

He tried to compare a Socrates (wise man) and the fool as to their relative amount and degrees of happiness. The fool seems to live a life of contentment and happiness, and so would seem to have the advantage over the wise man whose life contains much dissatisfaction, discontent, and longing for something on beyond. However, the wise man has the following advantages:—

1. A wise man lives on a higher plane.
2. A wise man understands more of life and its meanings.

3. A wise man appreciates finer things in life.
4. A wise man helps to raise the standard of life for his fellow man.
5. A wise man keeps striving for something better for himself and for his fellow man.
6. The happiness of a wise man is deeper, richer, more lasting.

The fool lived on a lower level—that of eating and drinking like that of an animal or an undeveloped child; his pleasure was therefore superficial and temporary, and did not lead to higher living for himself nor for others.

The pleasure of the wise man required more thinking and finer appreciation, was on a higher level, meaning more now and for the future, likely to change into happiness, more likely to be unselfish and to lead to increased service.

•

As Peter looked back over his own life he found that the education of his childhood had been mainly conserving. It had helped him to enter into the inheritance of the race, to take on the standards of the groups of which he was a part—home, school, church, and community. This education had at times seemed tedious and humdrum, but as he looked back, it seemed to have been, on the whole, painless, even enjoyable.

Quite early, however, experiences came to him which provided problems which he alone must solve, if he was to move forward. These problems were at the time perplexing, troublesome, often painful; but with the solving of each there had come a better understanding of life, increased strength and confidence in himself and so increased ability to solve new problems. But there had also come dissatisfaction with past and present attainments and aspirations and inspirations as he looked forward into a world of unsolved problems. All the way along there had been "growing pains" like those of a reptile casting off its old skin for a newer, larger, more beautiful one, or a cocoon bursting forth into the gay butterfly. These pains had been a part of the price of growth, and had been accepted as such. The loss had been apparent and temporary, but the gains real and lasting.

•

*What price education?*

Peter tried to answer this question, and he made a list of some of the differences between the educated and the uneducated as he had known them.

*The uneducated—*

Live in the present.
Contented if enough to eat and drink.
Not anxious about the future.
Superstitious.
Gullible.
Following folkways (ways of fathers).
Conservatives, stand-patters.
Dogmatic.
Reverent toward established order and religion.

*The educated—*

Live in the present, past and future.
Discontented with present blessings.
Anxious about the future.
Not superstitious.
Sophisticated.
Breaking away from ways of fathers.
Progressives or radicals.
Skeptical, questioning, demanding proofs.
Irreverent toward established order and toward dogmas and religious forms.

He decided that the way of the uneducated was the way of stagnation and of death, while the way of real education (evolving) was the way of re-adjustments, of growing, of life with the deeper satisfactions which come with such a life.

# The Janitor

By IRL H. DULEBOHN,

County Superintendent, Ramsay, Michigan

A greasy cap that sits awry,
A smudge of soot beneath one eye,
A pipe—all these identify
The janitor.

He swaggers in with jaunty grace,
He dusts the room at fearful pace,
Imperiling each plant and vase,
The janitor.

He disarranges cherished books,
My closet shelves, my private nooks—
He keeps my nerves on tenterhooks,
This janitor.

He listens as I voice my woes;
"The room is cold, I'm nearly froze,"
And then advises: "Wear more clothes,"
This janitor.

When I don't want him, he's about.
When needed, "Why, he's just gone out,"
Yet I could never do without
The janitor.

# The Forgotten Classroom Teacher

*Not only forgotten, but abused and abject, is the average classroom teacher—according to this gauntlet-throwing champion. What say you?*

By W. A. McKEEVER
Oklahoma City

OF all the oppressed, suppressed, subdued and forgotten creatures in the public school system of today, allow me to nominate the classroom teacher. In theory, and by requirement of preparation, she is a college graduate, up-to-date, well-informed and possessing original ideas of her own; but she is never permitted to use them. This situation is especially true in the larger cities, where the extravagances of the prosperous times left us with the burden of too much supervision, too much administration, too much by way of requirements. I will not fill the space with arguments, but will specify some of the abuses of the classroom and grade teacher, and will challenge the typical superintendent to respond, if he will.

•

1. The supervisors burden the class teachers with endless reports, lengthy requirements, specific-hour-by-hour teaching plans and patterns, intelligence tests and diagnostic measurement programs, for the teachers to carry out with their pupils. The amount and complexity of all this inflicts an all-but-breaking strain upon the nerves of the teacher, and throws her work into confusion. From lack of something worth while to do in order to earn their salaries, many supervisors pile this "made work" on the already over-burdened teachers. The marvel is that many otherwise humane and intelligent superintendents allow them to do it.

•

2. Talk about an efficient tax-gathering system, the "racket" now used on the classroom teachers is at the top. Money is wanted for the community fund, for memberships in the state or national organization. There is a mere gesture of a public meeting of a committee—always planned and controlled from above—and here it is "unanimously voted" that the teachers shall pay a specified sum. Forthwith, they are assessed accordingly, the checks made out for them to sign on the dotted line, while the inference is clear that to "come across" with the money is a part of the price they must pay for the security of their jobs. None dare refuse.

•

3. Insults and intimidation are also common as abuses of the classroom teachers. In one city the Board of Education passed a resolution that teachers must leave the room wherever there is an election of officers in the Parent-Teacher Association. They are ex-officio members of this organization, but are not even allowed to stay in the room while their own officers are being elected. I could not believe the report of this insult to be true until I had read it with my own eyes. Another "rule of the board" amounts to an announcement that any teacher woman (not man) getting married during the school year will be subject to dismissal at the end thereof. These strange matters should be given localized publicity in the famous "Believe-It-or-Not" feature of the news press.

•

4. A deeper insult is to the intelligence of the teacher. She is not allowed to use her own initiative, originality, or resourcefulness in the classroom. She must keep one eye on that ever-present rule book and that iniquitous requirement sheet, handed down by the superfluous administrative force from above. And, "If you cannot do this work as requested we have plenty of applicants who are willing to take your job," is the whip by which they are driven into servile obedience. No wonder that the teacher gradually grows fearful, neurotic, sick in mind and body, and less fit to teach. Love, gentleness and hope wane. "Love lost, all is lost." "Where fear is, there is no love." Where there is no exercise of love there is no teaching, only slavery of the mind and spirit.

•

5. Scan the printed programs of 1,000 teacher conventions of the city organizations and see if you chance to find the name of more than an occasional classroom instructor. Here they do not appear, although they are usually required to attend and listen to the "higher-ups" hand down to them a lot of gush about their "great responsibility" and their "splendid devotion." Also, they are permitted to assist with the applause. As to being elected to any of the offices—although they are more than 80 per cent. in the majority—they never expect such honors. They have been so much intimidated that they have no organization of their own, and do not dare assert themselves.

•

My conclusion is that every city should have a Margaret Haley to lead a crusade of the class teachers occasionally, and to knock into smithereens the "high-hat" bunk which the school board, superintendent, principals, and supervisors have conspired to hand down to them. I pray God almost daily that He will raise up leaders among the

oppressed, suppressed, and cringing teachers, who will undertake the management of a great crusade for freedom of speech, opinion and action. Until something is done to relieve this regrettable state of fear and negativeness into which the common teachers have been forced, God pity our schools. Their product can be little better than dullards and drones.

# Miss Mary "Motivates"

*A Story* by J. T. Reid

University of New Mexico
Albuquerque

*To balance the preceding article, we present this account of one teacher who refused to be held back even by an iron fence.*

MISS MARY PACKINGHAM, aged twenty-one, spic in her tidy, fetching little school frock, span in her shop-waved brown hair, plucked brows and decently tended nails, sat absently and abstractedly nibbling the rubber of her pencil. Before her, in the small, rather dilapidated rural schoolhouse, lounged some twenty children of assorted sizes, their besmirched faces buried obediently in dog-eared volumes. The afternoon recess had just closed. Miss Mary wrinkled her not ugly little nose in bafflement. Three desks were empty; desks occupied formerly that day by three boys of early teen ages.

This was the straw that broke the burro's back. For three days now Miss Mary's school had been distracted; almost broken up by some men building a barbed-wire fence alongside.

From the time the men had first come in sight, chugging away with those funny-looking post-hole diggers, driving along in the wagon unloading the posts, then unreeling the wire with a crow-bar run through the spool, the children, irrespective of age, had abandoned the prosaic work of the school to watch, enchanted. Each recess thereafter it had grown more and more difficult to call the pupils away from this distraction to the serious task of study. And now, to cap it all, Jack, Fred, and Louis had actually followed the fence-builders off over a little hill and out of sight. Cutting school! Serious.

"What shall I do?" Miss Mary asked the world at large.

Nor must Miss Mary be chided for not knowing the ready answer to so trivial a query. She was teaching her first school. She had attended teachers college for two years, true enough, but that was no answer to her maidenly prayer. What she had got in classroom was plenty of theory, high-sounding and quite convincing at the time, but irrelavant and ill-fitting now. She knew how to teach her subjects; had neat little lesson-plans, made in advance, to fit the adopted textbooks. But you couldn't teach children who didn't want to learn; who grabbed voraciously for any flimsy outside digression.

•

Oh, it wasn't just this fence-building—everything distracted the pupils. Now it was a flock of sheep driven leisurely by the schoolhouse; now some Biological Survey men putting out poison for prairie dogs; now a gnarled old prospector treking by with his flop-eared pack-burros on his way to the mountains. If it wasn't one thing, it was another.

Miss Mary went on with her classes. She would attend to the three culprits tomorrow. They must be taught to respect the school. Methodically she went through the next hour and then, with some relief, dismissed the pupils. As they screamed off home, a disturbing little emotion made her wish she were a child again so she could go walking out of her schoolhouse screaming with freedom.

Freedom? Was her school a prison? Miss Mary wondered.

As she walked homeward she continued to wonder. Down the country road she ambled, filling her spongy young lungs with the cooling air of approaching evening. After all it *was* good to be out. She looked about her. Growing things. Rocks—a scampering lizard. A little mound of fresh earth—a succession of them? Oh, yes, that fence. Wonder what a posthole looked like, anyway?

She drew aside, peering down into the smooth-walled little excavation. A post lay nearby. On to the next hole she went; just like the first one, with another post lying inert and ready. How interesting! She turned and looked back. There she saw a line of posts standing like sentinels on guard, ready for the wire to be stapled on them. As far as her eye could follow there were posts.

•

"I wonder," she said aloud, "how many posts it takes to build a fence?"

"About five hundred to the mile," answered a voice behind her.

With a little feminine squeal, she turned to face a young man in rough work-clothes carrying a posthole digger over his shoulder.

"Oh," she laughed, "you scared me!"

"Sorry, teacher," he apologized, mockingly meek, "I didn't mean to."

She laughed again, and said: "Are you building this fence?"

"Helpin'."

"Is it—is it much work?"

"Right smart," he answered, tugging his head for emphasis.

"I should think," ventured Miss Mary, "it would be lots of fun."

"'Tis to them just lookin' on," he informed wisely. "Like, fer instance, them three kids of yours this afternoon."

"Oh," murmured Miss Mary, wrinkling her forehead in recollection. "Well, I must be getting home. . . . Goodbye."

"'Bye, teacher," grinned the fence-builder, and whistled on up his line of posts.

•

Miss Mary was a bright young teacher. She gained much experience in the next fifteen minutes. She was interested in this fence. The children, especially the three boys, had been interested in the fence. They were not interested in her school. Why? Not enough doing? Very likely. Too dead.

Very well, she would liven it up. The school would build a fence. Why not? And when the next flock of sheep came along they would study sheep. Again, why not? The school would poison prairie dogs, go prospecting, ship cattle, drill a well, plant a crop of beans, oats, and potatoes and harvest same, et cetera ad infinitum. For the third and last time, why not? The school would.

"Not what the environment is," she unconsciously recited from her course in school management, "but the educational use made of it. . . ."

Miss Mary tripped homeward a happier little girl.

•

That evening saw her young face all aglow with excitement. In the semi-privacy of her rural boarding-room, she worked, oblivious to the passing of time, her keen wits turning prose into poetry—scrapping dead, stereotyped lesson-plans on adopted textbooks for live and kicking assignments about action at hand.

"Why," she thrilled, in a moment of relaxation, "all the subjects—arithmetic, language, geography, even history—all of them can help build a fence! or shear sheep! or set a hen! . . . And to think I have been trying to interest these children of the desert in problems of coast fishing when most of them never saw enough water to take a bath in! . . . Teaching, like charity, begins at home, tra-la!"

Miss Mary was a very tired and happy young school teacher when she finally got to sleep that night. The next morning she was still tingling with excitement. But Miss Mary was level-headed: she held on to her enthusiasm, nor allowed it to run away with her. Very sensibly she proceeded with her plan.

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That day Jack, Fred and Louis were shocked with surprise as the teacher actually sent them out to watch the men building fence. Gladly, enthusiastically, they went forth as emissaries of the school, commissioned to collect data on that particular fence: How many miles were being built, how many posts were to be used, how much barbed-wire, the cost per post, per spool of wire, labor cost, et cetera. With this information scribbled in dirty, dog-eared little notebooks, they were to come back and work out the solution to a problem in arithmetic which was happening under their very eyes.

This worked so smoothly that Miss Mary was greatly heartened in her experiment. The geography classes made a map of the place around which the fence was built, locating the ranch-house, windmills, and other points of interest. Similar maps were then made of their own farms or ranches, then of the community, the county, the state, with crops, industries, population centres, etc., filled in in the appropriate places.

It so happened that the ranch around which this new fence was being built was one of the oldest in the country. Miss Mary found it highly interesting to have the children collect the history of the ranch from first-hand and write it up in their own words. It was but a step further to gather other local history: The old abandoned mine in the hills nearby; of the battle that had taken place between the Indians and early settlers, right where the school now stood; histories of their own homesteads, frontier history connected up with the present by lively old Grandpa Jones reminiscing on his front porch. All of this helped to put the right kind of an "O" in history.

Language? Miss Mary found that the children were glad to talk and write about what they were doing. Records were made and kept, the practical uses of verbs, pronouns, and participial phrases and their ilk being brought into play in the general shuffle.

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Natural science was all about Miss Mary's school. There was the prairie dog, the jackrabbit, the occasional coyote, the badger, horned toad, rattlesnake, tarantula, and centipede. Dry-land insects of many species were abundant, not to mention the deer, bear, and mountain lion back in the hills. The children were accustomed to these forms of life, but, with Miss Mary's guidance, they collected intimate scandal on all of them.

Yes, Miss Mary's school was a riot—a riot of specimens, a riot of pictures, drawings, hand-written stories, and finally a riot of babbling, happy, working children. What was she doing about her regular book-instruction? Oh, she was still using it—when she found time. She was aware of the necessity of skilling the pupils in the use of the tools of study, the younger ones especially, but it is not necessary, Miss Mary thought, for a boy to learn to use a razor until his beard starts to grow. Necessity is the mother of invention, learning, and usage.

Well, little wonder that the county superintendent pricked up

his ears when he heard and then saw what schoolmarm Mary was doing. It was nothing to be surprised at that other less resourceful teachers of the countryside made pilgrimages to Miss Mary's little school; that her school exhibit near the close of school was a complete knockout, and that she had to transport her exhibit to the county teachers' convention and later the state convention. Her name was on the Rural Section program for: "Motivating the Rural School."

# A Principal's Busy Life

By N. R. BAKER
State Supervisor of
Secondary Education
Alabama

*If you doubt that a principal has 83,000 different situations to look after—count them yourself.*

HAVE you ever stopped to consider how many time and labor consuming experiences the principal of a modern consolidated high school must encounter in the course of a year? Let us say the school has an enrollment of 300 pupils.

•

1. The principal should know and take into account every piece and part of the building from basement to garret, every pane of glass, the steps, doors, locks, stage settings, and every piece of furniture such as desks, chairs, office furniture, and the parts of the heating and ventilating apparatus. Of these there are in round numbers ..... 1,000
2. He must really know and be able to account for every tree on the grounds, every shrub about the building, every piece of athletic and physical education equipment. These should amount to at least.... 350
3. The pieces of laboratory equipment in science, in the manual arts and in the domestic arts amount to at least ..... 1,250
4. A library of 1,500 approved books together with a minimum number of cataloguing and charging cards amounting to 12,000 totals .... 13,500
5. Three hundred pupils with their parents, say 500 in number, add ..... 800
6. If there is transportation of as many as 100 of these pupils, the trucks, their parts and upkeep, their arrival and departure each day of the term add at least items to the number of ..... 1,500
7. Grade cards for 300 pupils, carrying nine subjects each, for nine months, with two figures in each grade, furnish separate items to be noted and handled amounting to 48,600
8. Permanent cumulative record cards, if kept as they should be, carry each at least fifty facts pertaining to information not contained on the monthly grade report cards. These items for 300 pupils amount to ..... 15,000
9. Each of the 300 pupils owns and carries to school an average of six textbooks and other supplementary books. The right in and ownership to all of these must be known to the principal. They add situations amounting to..... 1,800

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This makes the total of time and labor consuming situations and experiences a principal must meet and deal with in performing his duties to be..... 83,800

The above are administrative and supervisory situations, and are not to be confused with the informational and teaching facts he must have acquired before he begins to teach. These latter with their combinations are practically illimitable. Should any principal doubt the statement that he is virtually responsible in the final analysis for any one of these 83,800 experiences let, for instance, one figure of one grade on one card be found to be wrong. If this error is not caught and corrected by a teacher it will surely be carried up to the principal for adjustment.

Of course this number can be reduced to some extent by foresight and by labor-saving devices. Articles of equipment and furniture may be the more firmly fastened together so as to reduce the number of parts. Grades may be reduced from two figures each to one letter, as "B" instead of "84." Or the report frequency may be reduced. But in no way can the number be reduced for fewer than around ..... 60,000

This calculation does not go into such details as taking into consideration the number of bricks or pieces of lumber in the building, for the safety and upkeep of which the principal is virtually responsible. Verily are not the hairs of his head numbered!

•

The job of the principal is to assimilate, combine, reduce, marshal, correlate, and constantly organize and reorganize these situations and experiences to the point where he can master them rather than allow their multiplicity to master him.

The position he holds is sometimes referred to as a "situation." But it is found to consist of 83,000 different situations combined into one. It calls for tact, skill, energy, coolness, patience, perseverance, sincerity, loyalty, and diplomacy.

## Cloistered Collegians

AMERICANS of a somewhat radical type have voiced disappointment at the fact that our college students seldom grow excited over matters of real importance—political or economic issues, for example. Rarely, indeed, do our undergraduates turn out in force to present petitions or to parade behind banners bearing slogans of denunciation.

"Why such apathy?" is a question asked by would-be reformers.

The answer probably is that our collegians are too busy with their own affairs of classroom, campus, and stadium to take much notice of the world about them. The amount of newspaper reading done by the average undergraduate is, in all likelihood, shockingly small. This may be due to a failure of professors themselves to direct attention to questions with which the everyday world is grappling. Students are entitled not only to intellectual development in general, but to such understanding of current problems as shall fit them more quickly to take places of leadership in civic matters after graduation.

A happy medium is desirable for American undergraduates between the fiery nationalism of Russian or Chinese student groups, and the total indifference so generally manifest among these young Americans. After all—the future of our country will be largely what the potential leaders now in colleges and universities shall care to make it. And the sooner they begin to care, the sooner will some far-off ideals be brought to realization.

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## The Ubiquitous Board Member

THE number of school board members in the United States is found by the Office of Education to be no less than 424,000. This means one school board member to every two teachers. And, since some boards have much smaller numbers of teachers and schools to look after than others, it follows that some states have actually more board members than teachers! There are, in fact, a dozen such states. There are nine states which have upwards of 20,000 board members each.

Evidently the system is anything but uniform.

In two respects the multiplicity of boards and members is commendable. First, it denotes that the schools are very close to the people; that they are local institutions expressing neighborhood interest in education. Second, the very fact that so many citizens all up and down the land are willing to give of their time to the administering of school affairs is proof of a splendid devotion to schools upon the part of a great number of citizens.

On the other hand—a vast amount of time and energy is wasted in the holding of so many meetings to conduct an amount of business which could be done quite as well and perhaps better by one-tenth as many school boards. If equality of opportunity be a proper goal, attainment of that goal is surely retarded by this multiplicity of management and authority.

Reducing the number of administrative units from 127,000 to approximately 12,000 would not necessarily result in more intelligent direction of the schools, but it could be made to produce that effect if the citizens so willed; for it would clearly be possible to choose 40,000 members rating well above the average of the 424,000 required to fill the present quota of memberships.

The statistics which the Office of Education has assembled on this whole matter fully deserve the thoughtful examination of educational leaders, in order that more consistent organization may be evolved.

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## Puppet Wires Are Cut

THE words "willful" and "headstrong" seem to be dropping out of use. Today's young people are less rigidly restrained by parents or by teachers. Hence these same young people make more of their own decisions. In doing this they often make mistakes. But they are taught by experience, and whatever else experience may do she does not scold or nag her disciples or accuse them of being headstrong.

Discipline is changing from an outwardly imposed authority to self-discipline. With skillful guidance, most characters grow stronger when treated like human beings with wills of their own, and not like marionettes dangled from wires in the hands of adults.

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## Think Twice

IT IS EASY enough to run the pen through the item, "professional magazines" in the process of budget cutting. And the magazines—which champion the cause of all other proper items in the budget—cannot prevent this canceling of their own school subscriptions. But do not the schools lose vastly more of spiritual refreshment at a time when morale is at low ebb, than is warranted by the paltry saving? Education owes much to its journals. It can hardly advance without them.

# Editor's Notebook

A place of acknowledged leadership among superintendents in the East has long been held by Zenos Scott, of Springfield, Massachusetts. As newly appointed head of Bridgewater Teachers College, he will commence another chapter of distinguished service. Under his direction the preparation of teachers in that famous Massachusetts school should go forward worthily.

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Otto F. Aken becomes superintendent of Cook County, Illinois, succeeding the late E. J. Tobin, whose work and personality were well known to readers of this journal. Mr. Aken had been associated with Tobin as a director of education, and is as strong an advocate of achievement clubs as was his predecessor. Success to Aken!

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Two more lectures remain to be given over the air (Tuesdays, (May 9 and 23, at 3.30, via NBC) by Mather A. Abbott, headmaster of Lawrenceville School for Boys, on the topic "The Modern Boy." You will wish to hear what this authority has to say by way of analyzing the reactions of American youth to the social and ethical upheavals of our time.

• •

Education owes much to Ellwood P. Cubberley, who retires after thirty-five years at Stanford University. Through his teaching and personality, and through his books, which have mounted to nearly half a million circulation, he has made a deep impression upon educational theory and action. Few men in America have done more to make the results of scientific research dynamic for the common good in terms of spiritual values—the making of better schools and, in consequence, for a higher and a happier civilization.

# *So Runs the World*

**We're In for Some Inflation**

**United States Slides Off Gold**

**Soviet Justice Pains England**

DEPRESSIONS never seem to end until prices begin to turn upward. Only when prices begin to rise, so that people fear they will have to pay more for an article if they wait, does purchasing begin.

In that fact lies the basis of all the argument for inflation of the currency. The theory is that an increase in the amount of money will start prices moving upward.

Inflation in some form and to some degree we seem likely to have. Congress is heading in that direction. Whether we shall have a few billions of paper money with only a little gold behind it, or an increased recognition of silver as a side-partner with gold, or both, remains to be decided. Either plan will be opposed by the more conservative economists and politicians. They fear inflation as if it were a wild horse which is sure to run away and cause a smash. Advocates of inflation, on the other hand, claim it is needful at this time to get business started, and they think it can be controlled. It will hurt, for a while, those on fixed incomes; but if it does not go too far, it may help to make all incomes more secure by stimulating trade and industry.

• •

The nations have been engaging in an economic war almost as serious and bitterly fought as the war of armed force which preceded it. The conferences in Washington between the President and such foreign statesmen as Ramsay MacDonald of England, Edouard Herriot of France, and Richard Bennett of Canada, thus have much the same importance as peace parleys.

Just before these foreign gentlemen arrived, President Roosevelt manœuvred the United States off the gold standard. It was a surprise move. And it was brought about by the simple act of prohibiting the unlimited export of gold from the United States.

By jumping into the same situation with other nations already off the gold standard and with currencies thereby cheapened, our government stripped its rivals of one implement of bargaining. They cannot ask: "What will you grant us so that you may remain on the gold standard?" But the United States can ask: "How may we all stabilize our currencies together?"

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Great Britain and Russia are at loggerheads over that trial of six British engineers before a Soviet court and the sentencing of two of them to prison terms. The British engineers were engaged to direct one of the Soviet's big construction projects. The work did not advance as the Red authorities desired, and the half-dozen Englishmen and some ten Russians were hailed into court, charged with sabotage. The English engineers were also accused as spies. One of the British defendants, MacDonald, admitted the charges.

Great Britain watched with keen interest, and when the Soviet tribunal sentenced MacDonald to two years, and his superior, Thornton, to three years, London retaliated with an embargo on imports from Russia. Russia, in turn, sorely as she needs British trade and good will, stood by her judicial guns, and replied with an embargo against goods of British origin. Also Russia made it clear that she suspected the British action was part of a scheme hatched at the British Dominions Conference at Ottawa to cut Russia off the trading list of the "Buy British" Empire. The traditional non-friendship of the two nations is far from improved by this unpleasantness.

# Books in a Progressive School

By F. D. McCLUSKY
Director
Scarborough School
Scarborough, New York

*To broaden the pupil's reading experience and increase his love of books, is a worthy aim for every school*

THE Scarborough School, like other private schools of the progressive type, has come to be known for its extensive use of visual-sensory materials in classroom instruction. Those who possess a half-knowledge of the use of such materials might easily conclude that emphasis upon them implies lack of emphasis upon books. Visual-sensory materials are not, however, a substitute for books, and it is the purpose of this brief note to point out that educationally sound use of visual-sensory materials fits best into a scheme of education that involves the use likewise of a more than ordinarily extensive book equipment —textbooks, supplementary and reference books on classroom shelves, and a large and flourishing central library.

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In addition to securing a superior faculty, the founders of the Scarborough School, Mr. and Mrs. Frank A. Vanderlip, saw to it that an excellent library fully equipped with books and facilities for consulting them was one of the first features of the new school. When the main building was erected in 1916 one of the most beautiful rooms in the building was set aside for the library. In addition to this library the school has access, through the kindness of Mr. Vanderlip, to the 10,000 volumes of his private library at Beechwood, which is comparable to a small college library. At the same time, the auditorium was equipped with a built-in motion picture projector, together with apparatus for projecting lantern slides and motion pictures. Book equipment and visual-sensory equipment developed in this school side by side.

From the beginning it has been the desire of the administration of the school to have it properly equipped with those essential classroom materials which enable teachers and pupils to work together effectively. Each classroom is equipped with its own library. Each student is required to purchase for himself a sufficient number of textbooks to pursue his studies effectively, whether it be in the first grade or in the twelfth. Both in the classrooms and in the library students receive expert guidance in the use of books.

It has been a policy of the library to keep the acquisitions up to date. As fast as books are worn out or, if of the type that becomes obsolete, out of date, they are discarded, and new books are obtained to take their place. We refer, of course, not to textbooks but to books used for reference purposes.

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During the past three years more than $2,800 has been expended in the purchase of new library books. With an average daily attendance during this period of 297 this has involved an expenditure of more than $3 per pupil per year for library purposes. This figure would be augmented considerably if we should add to it the money spent by pupils for classroom libraries. It has been our firm conviction that it is essential to have as many and as varied books in the classroom as possible during the work on a given unit. At the end of a unit of work or at the end of the year many of the books which have been purchased for supplementary work and reference in the classroom are given to the students to become their own permanent possessions, new books taking their place in the classroom the following year.

There has been a similar emphasis upon the use of visual materials. The school is now building up its own central library of such materials and in addition to that classroom libraries. We find that the use of visual-sensory aids in instruction stimulates materially the use of books by children.

•

It is our experience that successful class work of the modern type demands the use of a far greater variety of supplementary and reference books than are required in schools of the traditional type. That the use, however, of a wide variety of books does not displace the textbook is shown strikingly by the expenditures for textbooks at Scarborough. Here each student pays into the school store a flat sum varying according to grade to cover classroom materials used during the year. He is then supplied from the school store with all the books, stationery, and the like which he needs. Expenditures per pupil during the year for textbooks vary, of course, from class to class and from year to year. We find, however, upon consulting our records that the following three cases may be taken as typical of the extent of expenditures for textbooks:—

| | Grade Groups. | Amt. |
|---|---|---|
| Student A | in 1st to 3rd | $8.80 |
| Student B | in 4th to 6th | 14.89 |
| Student C | in 7th to 12th | 24.51 |

Even in the primary school the use of books on a broad scale is considered to be one of the chief functions of our instruction. In Grade I the Wise Owl Library conducted by the class serves this purpose. This library is in a separate room from the class-

# For freedom from uncertain methods in Geography

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# LIVING GEOGRAPHY

*by*

**ELLSWORTH HUNTINGTON**
*Yale University*

**C. BEVERLEY BENSON**
*Formerly of Cornell and Purdue Universities*

**FRANK M. McMURRY**
*Teachers College, Columbia University*

PUBLISHED too recently to belong to the last decade and come within the scope of the studies of the Geography Yearbook, LIVING GEOGRAPHY is unaffected and unhampered by the experiments and controversies of that period. As a result, it brings to the teaching of geography much-needed freedom — freedom from the uncertainties and distractions of immature innovations.

WHILE the Yearbook committees were recording the progress and the curricular experiments of the last decade, the authors of LIVING GEOGRAPHY were preparing to write their new books. They had just completed their studies of the practical values of new educational methods, of the actual results of the various cycle practices and experiments, and of the progress of geography as a school subject and were ready to study the world through a carefully organized system of travel.

OUT of their extensive curricular studies, out of their world-wide travels, and out of the richest classroom experience available to any series has come a new textbook in geography that will set the standard for the present decade.

## LIVING GEOGRAPHY

**is the resultant of EVOLUTION in pedagogy rather than REVOLUTION**

IT CARRIES forward to a more perfect development the sound methods and ideals that practical education has learned that it can rely upon. It is based on the principles and practices of education that receive the undeviating support of thoughtful educators.

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room and the number of books read per pupil during the year ranges from 12 to 40. Of course these books are first grade readers and are read during the latter part of the year after the children have learned to read. The same emphasis upon broad reading experience is carried into grades two and three, so that when the children reach the fourth grade, the primary reading adaptation has been achieved.

Academic work of Scarborough from grades 4 to 12 is organized in units. A unit generally occupies from four to six weeks of class time. The objective set for each student is the completion and mastery of each unit. There are no recitations of the old sort. All the classroom work and study periods are alike in that they are work periods. The children are taught how to assimilate, digest, and organize materials for their own use. Obviously this requires not only an ample equipment of a number of textbooks but a wide use of supplementary and reference books. Thus instruction at Scarborough combines the thoroughness of the old education with the vitality of the new. This would be impossible without the extensive use of books.

# The Wrong Year to Graduate

By JAMES NEWELL EMERY

Principal, Potter School
Pawtucket, Rhode Island

*Who is to shoulder responsibility for Herbert —a typical young graduate of a high school in these rough 'thirties?*

WHAT lies ahead of our graduates—these eager boys and girls, or rather young men and young women, who have absorbed the training the community has been able and willing to give them, and who are facing the great world on their own initiative?

There was perhaps never a time when the problem was so serious a one for the young fellow who is getting ready to make his own way in the world. With the high-strung impatience of youth to show what he can do, the young man faces the bitter discouragement of fruitless and almost helpless waiting, without being able to help the situation in any way by his own efforts.

Herbert Jones is a by-product, or better, a direct product of the great depression. Herbert's case is but a typical one of several hundred thousand youths scattered from Massachusetts to California.

A year ago last June, Herbert was graduated from high school. After something more than a year out of school, Herbert is sitting back and wondering in rather a dazed and discouraged fashion what is going to become of him, and what he is going to do with himself.

In the ordinary course of circumstances by this time Herbert would have become absorbed into the workaday world. He would be earning fair wages and making his own living. Herbert is not particularly skilled in any one line. He has no definite ambitions toward a profession, such as medicine, law, dentistry or teaching. He got through high school creditably, although not brilliantly. He is a fair athlete, a good dancer, swims well, tinkles the piano a little, can handle a car expertly, is blessed with an average amount of mechanical ability. In short, Herbert is a normal, average boy. Had he completed school three or four years ago, he would have been working in one of the mills, department stores or factories, perhaps driving a truck, or in some clerical or grocery-store job. But unfortunately for Herbert, none of these places is open to him.

Last year Herbert went back to school for a post-graduate course, as did a number of others of his chums. He wasn't especially keen about going back, but there was nothing else for him to do, and he felt that he might just as well put his time in the schoolroom as loafing about the streets. He took a smattering of business training, so that he can typewrite slowly and with a moderate number of mistakes, took some elementary work in woodworking and electrical work, and other assorted studies.

Herbert quit school in March, when he was offered a job in a mill. It was nothing very wonderful in the way of a position, something like two dollars a day, moving lumber about the yards, and doing odd jobs around the plant. Yet it was a job, of some kind, at any rate, and the money that he earned looked good to him. The job lasted about a month, and then work began to fall off. Then the mill began laying off hands, and finally shut down altogether. Herbert was unwilling to go back to school after that. He had thoughts of going back again this fall. But the high school is so badly overcrowded that it is unwilling to accept any post-graduates whatever, maintaining, with some degree of justification, that after the community has given its young people twelve years of education at the public expense, it has done all that may rightfully be asked of it in the way of free training.

What hope is there for Herbert? He is perhaps not a direct problem for our schools, for our school system has done all that it can for him. It has given him a full elementary school training, all that high school can give him,

(Continued on Page 242.)

*Adaptable*

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N-2

**IN THIS AGE of labor-saving devices, even human jaws have been relieved of work. Foods that require very little chewing have resulted in the deterioration of the entire chewing apparatus, which in turn affects health. For this reason, it is highly desirable to encourage chewing gum, especially after meals. The most recent research points out that this tends to lessen frequency of dental decay and the formation of tartar. There is a reason, a time and place for Chewing Gum.**

**Four Factors That Help Teeth Last a Lifetime Are Proper Nutrition, Dentist's Care, Personal Care and Plenty of Chewing Exercise.**

# BOOK TABLE

"In proportion as society refines, new books must ever become more necessary."—*Goldsmith*

AN INTRODUCTION TO THE STUDY OF EDUCATION. By Ellwood P. Cubberley, dean of School of Education, Leland Stanford Junior University. Revised by Walter Crosby Eells, professor of education, Leland Stanford Junior University. Cloth. 532 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The educational world will warmly welcome this revision of a similar work by Dr. Cubberley which appeared in 1925, and has been widely used in acquainting teachers and prospective teachers with the nature and procedures of modern education.

The present edition, while retaining much of the original matter, takes into account the changes which have occurred during the past eight years in practices and viewpoints as well as in scientific knowledge of both teaching and learning processes.

This "Introduction to the Study of Education," while generous in size, is by no means unwieldy, and it contains an amount of crystal-clear, pertinent information that marks it as a masterpiece of comprehensiveness. No student of this book can fail to come away enriched in mind and ready to enter with better understanding upon the task of instruction or the related duties of administration. In fact our schools would be better understood and more zealously supported if this interestingly written book could be made to fall under the eyes of citizens generally.

Those who wish to retain their belief that the study of education should be dry and painful, should be warned away from this easy and straightforward approach to educational insight.

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CLASSROOM ORGANIZATION AND MANAGEMENT. By Frederick S. Breed, associate professor of Education, University of Chicago. Boston, Atlanta, Dallas, San Francisco, Portland, Manila: World Book Company.

A teacher is both a teacher and a manager of a classroom. He instructs and he creates or modifies the conditions under which instruction is given. Professor Breed's book on "Classroom Organization and Management" deals with the extra-instructional matters with which the teacher has to do.

The up-to-date teacher is expected to know — and should wish to know — about the value and use of measurements, methods and principles of grouping, plans for individualizing instruction, activity programs, the keeping of records, the budgeting of time and many other matters, not omitting the age-old problem of pupil behavior viewed in latest light. For clear, authentic presentation of such information, along with thoughtful appraisals of various theories and devices, the present volume should commend itself to teachers, supervisors and administrators.

Not a bewilderment of conflicting fact, nor yet a dogmatic statement of opinion, but a gateway to more intelligent understanding of the managerial side of teaching is the aim and the accomplishment of this convenient manual.

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A HISTORY OF AMERICAN PROGRESS. By Fremont P. Wirth, professor, George Peabody College for Teachers, Nashville, Tennessee, and Waddy Thompson. Cloth. 522 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Teachability is evidenced on every side in this "History of American Progress." In connection with the preparation of the book, some fourteen hundred teachers were consulted. Two classroom difficulties in particular were noted by many of these teachers in existing texts, namely, multiplicity of topics treated, and failure to convey a proper time sense. Both these difficulties make for confusion in the mind of the learner. And both are in large measure obviated in the present volume. The story of America's development is divided into nine major parts — each captioned with a question such as "How America was discovered and explored" and "How America became an independent nation." Within each part are several convenient sub-topics or units. At the beginning of the nine main divisions are well-devised time charts and brief previews glimpsing what is to follow. The style is clear and simple with needful maps and impressive pictures freely interspersed. Each of the teaching units includes suitable material for problems and projects. The modern theory of keeping military drums and cannon sufficiently muffled so that other sounds of history's onward march may be heard is carried out consistently. On the whole, a decidedly worthy contribution to the teaching of United States history has been made in this new text by Fremont P. Wirth, a teacher of history teachers, and Waddy Thompson, author of several histories.

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STORIES OF AMERICAN EXPLORERS AND SETTLERS. By Sarah Dow Heard and M. W. King. Illustrated by Edwin J. Prittie. Cloth. 262 pages. Chicago, Philadelphia, Atlanta, San Francisco, Dallas: The John C. Winston Company.

Too generally the subject-matter of school curricula is divided off into watertight compartments — grammar, literature, history, geography and the rest of them treated as if unrelated or like distant cousins who have never met.

"Stories of American Explorers and Settlers" has the special merit, among others, that it breaks down the wall between history and geography. It acquaints the pupil with a good deal of each through the agreeable medium of biography. Regions and events can often be seen to best advantage through the life stories of men and women who played leading roles in those regions and events. Such is the procedure of this book — delightfully introducing the learner to many persons whose names are deeply carved upon the early tablets of this nation's progress.

In these glowing biographical sketches human characters are portrayed in a manner sure to inspire some juvenile hearts with determination to live life at its best and noblest.

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THE PSYCHOLOGY OF STUDY. By C. A. Mace, University of St. Andrews, Scotland. Cloth. 96 pages. New York: Robert M. McBride and Company.

The most important element in study —according to the writer of this pocket-size book—is the habit of asking questions and pressing for answers. Any person of fairly mature mind who will approach this little treatise with the eager question, "How may I become more efficient as a student?", will discover many clues. The hints on memorization — still too greatly emphasized by teachers and examiners, no doubt—are specially apt, and are based upon the more precise knowledge of this subject which psychology has acquired in very recent years. Thus it is made clear that the mind must take its "meals" in

moderation, just as the stomach must do, or suffer the ill effects of gluttony. But memory is not all, nor is it unduly stressed by the author. The way we think and the way we originate (if we do) are helpfully explained. The writer is a lecturer in logic and psychology at the University of St. Andrews (Edinburgh). His pages are by no means dull. For example, in discussing the best method of benefiting from lectures, he advises that most of the time be spent in listening, with only occasional brief notes jotted down when the professor "has a fit of sneezing." These scanty notes should, of course, be expanded while still fresh. And there is an additional reason for this besides the obvious one of acting quickly so as to salvage as much of the lecture as possible. The act of recollection is itself an aid to memory.

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WE LOOK ABOUT US. By Gerald S. Craig, assistant professor of natural sciences, Teachers College, Columbia University, and Agnes Burke, teacher in Horace Mann School, Teachers College, Columbia University. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Recently in a magazine article Helen Keller told of a friend who returned from an hour's walk in the open country without having seen anything worthy of mention. What would not Miss Keller, herself, the blind and deaf wonder of our time, have given for that hour of opportunity — and what would she not have seen!

"We Look About Us" is a book for first-graders. The object of it is to start that habit of thoughtful observation which is so important an element of the abundant life.

The book is first in a six-book series, "Pathways in Science," written for use in the elementary grades. The text is simple, clear and captivating. Illustrations are in color, and enliven the narrative. In this scientific age a knowledge of things and processes in nature is one of childhood's rights. Professor Gerald S. Craig, of Columbia, his collaborating author and the publishers are to be congratulated upon this happy enterprise of acquainting young pupils with their physical environment.

---

## Books Received

New Readers: Shakespeare, "The Tragedy of Hamlet." "The Merchant of Venice." "The Tragedy of Macbeth." "As You Like It." Edited by G. B. Harrison and F. H. Pritchard. Henry Holt & Company.

"Karl and Gretel." By Virginia Olcott. Newark, N. J.: Silver, Burdett & Co.

"The Dark Places of Education." By W. Schohaus. Translated by Mary Chadwick. New York: Henry Holt and Company.

"The Thinking Machine." By C. Judson Herrick. Chicago, Ill.: University of Chicago.

# DIRECTORY

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# THE SCHOOL FORUM

**Conducted by S. MONROE GRAVES, Ph. D.**

# The Teacher Outside the School

HOW much time and effort should teachers give to parents is a question answered differently by different people. Some teachers are willing to give up week-ends and holidays to become better acquainted with parents. Many teachers, however, believe that when the school door is locked their day's work is done. The probability is that they do not appreciate how much it means to the pupil to have sympathetic understanding between the teacher and the parent. They feel that it would make no difference whether Miss Jones, the teacher, is or is not acquainted with Mrs. Green, the parent of Johnnie Green. In reality it makes a great deal of difference. If the teacher does not know the parent, she does not know the pupil.

The help of the teacher can be made more dynamic as the teacher co-operates with the parents.

Children live in two worlds — the world of the home and the world of the school. How important it is to unify in the child's mind these two worlds so that the parental love and the affection of the teacher may be unified in the life of the pupil — his ideals, his attitudes and in his courageous attempts to succeed in a worthy life work.

Likes and dislikes affect attitudes; attitudes decide interpretations; interpretations determine actions; actions confirm habits. Life is complex and yet life is simple. Teachers and parents, working in co-operation, are able in large measure to determine the formation of the automatic habits of children.

Neither teacher nor parent may successfully defend a thesis of being not responsible for their children. Being a parent or being a teacher carries with it the sacred obligation of being responsible for the actions of children and for the educational training of children.

More can be accomplished by adequate team work than by any other method. Without team work energy is wasted and disappointments occur. There would seem then to be real cause why teachers should make all possible contacts with communities that they may thereby better understand the children and more effectively secure for them the financial and moral support so necessary. Unless people clearly comprehend the issues involved in local programs, unless they are sympathetic with the objectives of the school curricula, unless they have confidence in the teachers, they may be reluctant to reveal the helpful facts which they may know, or even to discuss in a friendly way the issues which may be involved in the education of any boy or of any girl.

•

*Question*—Should a teacher live in the town in which she teaches? If so, why?

*Answer*—Yes, if possible, because thereby she can make more contacts with the parents of the children whom she is teaching.

•

*Question*—If it is impractical for a teacher to live in the community where she is teaching, how can she overcome this handicap?

*Answer*—By staying over every other week, going to church, attending Sunday School, visiting parents in their homes, and, in general, becoming better known.

•

*Question*—How often should a teacher visit the homes of her pupils?

*Answer*—As often as any need arises, but not less often than once each school year. The teacher very well might keep a record of her visits, and report at the end of the year such record to the principal of her school.

•

*Question*—Should a teacher become a registered voter in the town where she happens to be teaching? If so, why?

*Answer*—All teachers should register either in the home town or in the town where they teach, thus they may help influence local and state governments for the best interests of all, and especially for the best education.

•

*Question*—Should teachers join local clubs in the community where they teach?

*Answer*—Yes, because the club life may give an opportunity for desirable contacts which lead to better acquaintance and understanding.

•

*Question.*—What motives should guide a teacher in giving more of her life to the community in which she teaches?

*Answer*—First of all may she not desire to accept as her motto—"To serve—not to be served"?

Second, may she not learn to experience real happiness in knowing her pupils better by knowing their parents better?

# The News Digest
## OF EDUCATION


## *Junior High Has Greatly Altered Public Schools*

NEWTON CENTRE, Mass. — The outstanding feature in the development of education in the United States in the last decade and a half has been the nation-wide acceptance of the junior high school, in the opinion of Haydn S. Pearson, of the John W. Weeks Junior High School here. Immediately preceding the World War, from 1910 to 1914, the idea had been striking root, he pointed out, although many educators, he added, were skeptical of the philosophy which is now universally recognized as sound.

"After the war the movement spread with great rapidity," he said. "Today the junior high school is an accepted unit of our educational system the nation over. Thus in less than one generation our public school system has been revolutionized. Educators believe that in this time more progress has been made than in the two centuries previous."

Mr. Pearson firmly believes that the junior high school has become a symbol of democracy to an extent never dreamed by the grammar schools of yesteryear.

"The six-three-three system," he declared, "has definitely established itself in our educational set-up. It has filled a need in our democracy that the old system left void. Many educators today feel that the richest educational possibilities of our public schools are in the junior high. To summarize, the junior high school has attained its place because it has humanized the education of the seventh, eighth and ninth grades. It has made it possible to use school time economically and wisely. It has prevented wholesale withdrawals of students from educational opportunities, and it has directly favored the cause of democracy in education."

### Irish Teachers Plan Day's Strike

DUBLIN, Irish Free State. — Ten thousand national school teachers in the Irish Free State arranged a one-day strike as a protest against a six per cent salary cut proposed in a bill pending in the Dail. The strike was planned for the day the Dail reassembled after the Easter recess.

## URGE REFORM IN TEACHER TRAINING

### Professors N. H. Dearborn and E. S. Evenden Assail "Hit-or-Miss" Plan in Survey Report

NEW YORK. — Sweeping revision of the present pre-service and in-service education of teachers was recommended by Professors Ned H. Dearborn and Edward S. Evenden in reports based on the preliminary findings of the national survey of the education of teachers, now being conducted by the United States Commissioner of Education.

Professor Dearborn, director of the Institute of Education, New York University, said preliminary studies on the nation's in-service education of teachers seemed to emphasize six major points.

"The education of teachers in service is far more important than the prevailing 'hit-or-miss' programs indicate," he declared. "It is as important as pre-service education, if not more so.

"Local school systems should take the initiative in organizing a unified program of in-service education.

"Institutions for the education of teachers should see in-service education in terms of field needs — not institutional desires.

"State education departments are doing almost nothing in a co-ordinating program in in-service education. This is a condition needing immediate attention.

"Certification of teachers is a potentially powerful influence in professional improvement, but is too seldom planned with that as primary objective.

"Continuous growth in professional fitness should be the watchword for every staff member of our schools."

Dr. Evenden, who is professor of education at Teachers' College, Columbia University, listed forty recommendations for improvement in pre-service teacher education. Foremost among them were the following:—

"All high school training classes, one-year county normal schools, and one-year curricula in normal schools and teachers' colleges should be abandoned immediately.

"Every state should make two years above high school its minimum requirement for the pre-service preparation of all new teachers, and should set the goal of three or four years above high school at some date in the near future."

## Aliens Prevented From Teaching in Boston's Schools

BOSTON. — Non-citizens of the United States were barred from taking examinations for teaching jobs in the Boston school system and will not be appointed if on the eligible list unless they show first papers for naturalization by action of the Boston School Committee.

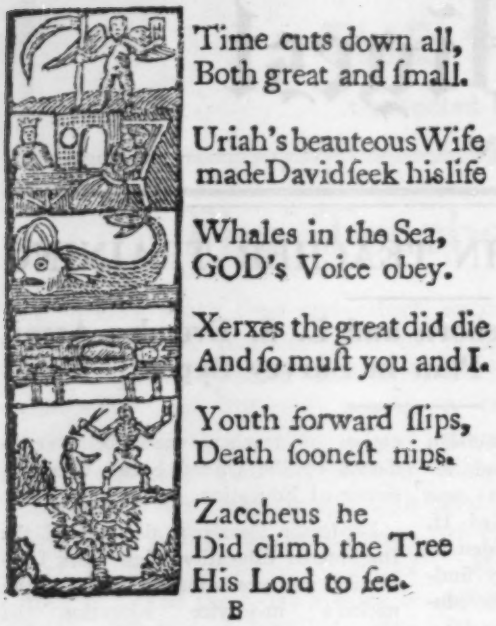
The order was presented by Maurice Tobin, of the School Committee. Reinforcing the non-residence rule presented by Dr. Charles Mackey, and passed previously, the effect will be to bar all but residents of the city who are on the voting list.

Girls from Teachers' College are exempt in the order, which amended the committee's rules on examinations and appointments. This was done because it was felt that, strictly speaking, it was not the fault of a girl if her father neglected to take out first papers. Such girls, however, must take out first papers at twenty-one years, or lose their jobs.

Modern foreign language teachers will be affected mainly by the order. Objection to barring foreigners who can teach their native tongue faded when Patrick T. Campbell, superintendent of schools, explained that the "picture of the foreign-born teacher is not a happy one, because they are not used to handling American children."

During the discussion it was brought out by Mr. Tobin that France has refused to permit American orchestras and bands to play in that country.

## PROVING THAT PRIMERS HAVE PROGRESSED




The last page of the alphabet, from the New England Primer. Mr. George A. Plimpton's original copy of the Primer will be included in Ginn & Company's exhibit at the Century of Progress Exposition.

CHICAGO. — An original copy of the famous New England Primer, one of the earliest of American school textbooks, will be exhibited at the Century of Progress here next summer. The book is from the collection owned by George A. Plimpton, a member of the firm of Ginn and Company, and will be part of a display covering the history of textbook making in American education. The New England Primer, with its quaint and pious rhymes accompanied by woodcuts, was widely used by generations of our forefathers, who learned the alphabet from its pages. Although nowadays it seems a crude educational effort, it was in actual use in school later than 1833. Mr. Plimpton will loan this and many other volumes from a collection of early textbooks and rare books relating to education that is probably the most extensive in the world.

## High School Guest Day at State College

AMHERST, Mass.—Invitation cards have been sent to all seniors and juniors of Massachusetts high schools to attend High School Guest Day at Massachusetts State College early in May. This has been an annual occasion since 1909. In 1932 more than 500 girls and boys from ninety-five different schools registered for the event. During the morning these young people are given an opportunity to inspect the campus and to study into entrance requirements. They are also entertained by the various departments with exhibits and demonstrations. This day is set aside each year for Massachusetts high school students who plan to enter college and who wish to become better acquainted with the educational opportunities afforded by Massachusetts State.

## Colleges Debate Across Ocean

NEW YORK.—From opposite sides of the Atlantic Oxford University and Columbia University held a debate by radio. The question was: "Resolved, That Democracy Has Failed." The Columbia team upheld the negative in speeches delivered in the studios of the Columbia Broadcasting System, at 485 Madison avenue, and broadcast on this side of the water from Station WABC. In the studio of the British Broadcasting Corporation in London the Oxford team spoke for the affirmative. No decision was made. Dr. Nicholas Murray Butler presided from the Columbia studio.

## British M. P. Seeks to End "Anti-God" School Campaign

LONDON.—English school teachers who are propagating Moscow's doctrines of sedition and atheism were denounced in the House of Commons by Sir Reginald Craddock, Conservative member for the Combined English Universities, when moving the second reading of his bill to prohibit the teaching of sedition and blasphemy to children in what he termed the "anti-God campaign."

## Mice Digest Examinations of Quincy Pupils

QUINCY, Mass. — Students at the Quincy Trade School can blame the mice because they had to take another examination in the sheet metal department. A short time ago Instructor Frank O'Rourke held an examination, and a few days later when he looked for the examination sheets to record the marks on the students' report cards he found the mice had eaten the sheets.

## A WORLD SCHOOL

### Geneva Gathers Array of International Units

GENEVA.—This town in Switzerland, where Calvin and Beza founded one of the first modern academies, and where the genius of Rousseau discovered new pedagogic principles, seems to be predestined for educational development.

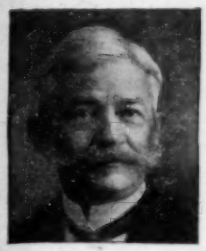
Possibilities of international education are not being overlooked. One of the most recent attempts to make good use of them is the formation of an International Theological Seminar in Geneva. The idea has been studied for several years, and was endorsed by the International Council of the Churches on Life and Work, and the Divinity School of the University of Geneva has assumed the patronage with the assistance of a committee composed of representatives of all the Christian world organizations established in Geneva.

Other projects of importance have already been started. The League is dealing with intellectual international co-operation, and an Institute of International Studies offers to post-graduates many opportunities for getting a deeper insight into problems of international law, politics and economics.

The *Institut Jean Jacques Rousseau* is another centre of international studies, this time in the field of education. The special aim of this unit is to study new educational methods, research work in child psychology and applied psychology.

## Middlebury Adopts A Reading Period

MIDDLEBURY, Vt.—A new educational measure will be introduced at Middlebury for the first time this year, when a reading period for all seniors will be held at the end of the semester. All classes comprising eighty per cent. or more seniors will be suspended during this time to allow for concentrated study. The innovation was announced following the acceptance of the recommendation by the student curriculum committee. The period will be established as a measure to assist upper classmen in preparation for comprehensives, since all students must pass an examination covering all the work taken in the department in which they are majoring. The comprehensive examination system was inaugurated at Middlebury in 1927-1928 and was first adopted by the department of French. Beginning with 1930-1931 the department of English required a similar examination of those whose concentration had been in English. All departments of the college adopted the plan this year.



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### Student Travels 5½ Hours to Attend School

SAN FRANCISCO, Cal. — Ernest Rossoni, of Crockett, Cal., spends five and one-half hours commuting every day in order that he may spend seven hours in class. Ernest is studying watchmaking at a local school. It takes him two hours and forty-five minutes to travel from home to the school. He leaves home at 4 A. M. each morning in order that he can get through in time to start home at 5.45 P. M. He reaches home about 8.30 P. M.

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### Educators Hit Specialization

CAMBRIDGE, Mass. — Overspecialization in modern colleges, engendering a narrow viewpoint in the future leaders of business, was held responsible by two noted educators for the blind administration of affairs in the world. Both President Ernest Martin Hopkins, of Dartmouth College, and Dean Wallace B. Donham, of Harvard's graduate business school, said that responsibility for the extension of knowledge in man rests with education. "Education seeks to establish realization of the unity of life, but can approach this only through acquaintanceship with its diversities," President Hopkins said. "The primary responsibility for changing conditions in society and for the development of a new type of administrator-leader who can meet them is placed upon the universities," declared Dean Donham.

### U. of P. Society Will Not Fight

PHILADELPHIA. — The 103-year-old Zelosophic Society of University of Pennsylvania not only is opposed to war but has declared its intention not to fight for "any objective whatsoever." After more than an hour's spirited debate, the literary, dramatic and debating society adopted the following resolution with only three dissenting votes: "Resolved, that this house go on record as under no circumstances favoring war; that we, as members of the Zelosophic Society of the University of Pennsylvania, do solemnly declare our intention not to fight for any objective whatsoever, believing that the means does not justify the end."

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## Board and Wages Go Down at State College

AMHERST, Mass.—A reduction in cost of board at the college dining hall and in the basic rate of pay for student labor has been made at the Massachusetts State College. The reduction in wage rate from thirty cents an hour to twenty-five cents an hour was made necessary by reduced appropriations at the college, and the lowering of the cost of board reflects the wish of the administration to reduce student expenses to the minimum. In making the reduction, it was considered wiser to keep the largest possible number of students employed even at a lower rate than to reduce the number of jobs in order to maintain a higher scale of wages.

## Three Share in Embarrassment

SALEM, W. Va.—A school teacher, a pupil, and an architect shared honors in a "most embarrassing moment" contest recently. Nellie H. Randolph, instructor in the Smithfield High School, told her pupils to write various companies for house plans to use in their studies. Josephine Horner sent a polite letter to a firm in Philadelphia. The company sent an architect to Salem with the question: "And now, Miss Horner, will you please show me the lot on which you want to build the house."

## FINDS GAIN ABROAD IN GIRLS' EDUCATION

CHICAGO. — Mrs. Mary Tout, Fellow of the Royal Historical Society and a governor of the University of Manchester, declared in an interview that in recent years the universities of England had been enrolling more girls and women than ever before. In England the education of women is looked upon as a natural thing, as in the United States.

Mrs. Tout, widow of Dr. Thomas Frederick Tout, noted historian and lecturer, is in this country visiting friends and her son, Professor Herbert Tout, who has been lecturing in economics for three years at the University of Minnesota.

"England now accepts the fact that a girl should have the same advantages given to her brother," Mrs. Tout said. "Of course, this has had a part in creating a situation obtaining in most other countries, the need for more space and more facilities in educational institutions."

Mrs. Tout is a member of the British Federation of University Women, which is affiliated with the international federation, and she said the work of this organization in England had reached unprecedented proportions


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A GROUP OF YOUNG MEN now in Harvard Graduate School wish to communicate with owner of small private school near Boston needing capital; or will exchange teaching services for little more than living. Address J. B.*

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*All advertisements signed with initials should be answered in care of the Journal of Education, 6 Park St., Boston.



*"O brave new world*

that has such people in it!" cries Miranda, in Shakespeare's *Tempest.*

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Journal of Education
6 Park St. Boston

### New Campus Quiz At Boston University

BOSTON. — A contest is being staged at Boston University's College of Liberal Arts by Julius Miller, of Billerica, graduate student, author of a different campus quiz. Students are asked to locate famous statues and memorials of Boston, within the territory bounded by Massachusetts Avenue, Beacon Street, Park Street, Tremont Street, Boylston Street and Huntington Avenue. Some of the questions query the location of "two monkeys done in iron," a "winged figure attached to a flagpole," a "memorial including in its detail the Holy Bible," "an inscription including the words, 'my baby feet'," "figure of a child playing a violin" and "a piece of land which was laid out for 'a trayning field and for the feeding of cattell'." Students and faculty at the college are eligible to compete. A contest of somewhat similar character was conducted some time previously by one of Boston University's professors, arousing wide interest.

### Chicago Teachers Parade for Pay

CHICAGO.—Bearing signs which read: "Cash for the idle—no cash for workers — why discriminate against teachers?", 1,500 public school teachers paraded into the Loop recently. Many crowded into the office of Acting Mayor Corr, on the fifth floor of the City Hall, while those outside, to the tune of "Bring Back My Bonnie," sang in chorus "Bring Back My Pay Check." More than $27,000,000 is due the teachers in back pay. The acting mayor mounted a chair to address the crowd, and was interrupted frequently. "I cannot do the impossible," he said. "I know you have been patient, but the Legislature must act before the city can sell any tax warrants." As the interruptions became more violent he shrugged his shoulders, stepped down from the chair, and walked into his inner office.


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## Grins Between Grinds

**Wanted Her Pick**

Little Annabelle knew more about kittens than about babies. She was over three before a baby brother came along, and when she saw the new arrival she was far from satisfied. "Don't you like your new baby brother?" her mother asked. "Not one bit," said Annabelle. "Why didn't you let me see the others before you drowned 'em, so I could pick out a nice one?"

• •

**Quick Work**

A golf professional, hired by a big department store to give golf lessons, was approached by two women. "Do you wish to learn to play golf, madam?" he asked one.

"Oh, no," she said, "it's my friend who wants to learn. I learned yesterday."

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**Futility**

"Drink," said the Irish preacher, "is the greatest curse of the country. It makes yer quarrel with yer neighbors. It makes yer shoot at yer landlord; and it makes yer miss him."

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**Aptitude Disclosed**

After terrific struggle the freshman finally finished his examination paper, and then at the end wrote: "Dear Professor: If you sell any of my answers to the funny papers I expect you to split 50-50 with me."

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**Knew Her Brother**

The Congressman's sister was accustomed to keep an eye on him while at home. On this occasion she called him up at Washington by long distance.

"What have you been doing?" she demanded.

"What do you mean?"

"Don't try to fool me. I read the papers. Yesterday they said the Speaker didn't recognize you."

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**Wasted Energy**

Small Boy—"I don't see any need of washing my hands before I go to school."

Mother—"Why not?"

Small Boy—"I'm not one of those who are always raising them."

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**Inhibition**

Johnny to his big brother—"What is etiquette?"

"It's a saying 'No thank you' when you want to say 'gimme'."